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Developing effective Languages programs K-10

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Some initial thinking....

- What is the purpose of a program?
- What are the key elements?
- What should the format be?



Key Questions

- What topic/s will you be teaching?
- What is your goal for your students?
- How will your students demonstrate that they have achieved this goal?
- How will you teach with this goal in mind?
- What available resources do I have?
- What BOSTES outcomes will you focus on?
- How will you assess student achievement?

Some more key questions...

- Is this topic engaging and relevant for the students?
- How can I make this topic more engaging?
- What is the purpose of this Unit of Work/task?
- Does this topic build on previous learning?
- How will I differentiate this Unit of Work?
- **What will the students be able to say, read, write and understand at the end of this Unit?**



Different approaches:

- How do you choose what you will teach:
 - Textbook chapter
 - Special event
 - Student interest
 - Teacher interest
- Understanding Backwards Design (UBD)
- Multi-disciplinary approach (cross KLA)
- Could you use program as Language promotion document?

Scope and sequence – An overview

- plan for a Year/ Stage
- covers a range of topics at varying degrees of depth
- indicates progression, building of language
- sequencing of topics /themes
- not covering the same topics/language/concepts over and over
- BOSTES outcomes are covered

Program/Unit of work

- ⦿ Indicative time
- ⦿ Links to literacy skills
- ⦿ Clear aims/goals
- ⦿ Links to ICT skills
- ⦿ Prior learning
- ⦿ Language skill
- ⦿ Organisational focus
- ⦿ Assessment – Formative and/or summative
- ⦿ Activities or learning experiences or tasks
- ⦿ Feedback
- ⦿ BoS outcomes
- ⦿ Resources
- ⦿ Evaluation

Teaching and learning strategies

(Tasks/activities/learning experiences/exercises)

What will this activity focus on?

- ⦿ Speaking skills
- ⦿ Listening skills
- ⦿ Reading skills
- ⦿ Writing skills
- ⦿ Making literacy connections
- ⦿ Moving between cultures
- ⦿ Outcomes from other KLAs

Key questions

- ⦿ What is the purpose of the task?
- ⦿ Is it authentic?
- ⦿ How can I differentiate this activity?
- ⦿ Is it engaging for the students?
- ⦿ Will I use this activity for continuous or formal assessment?
- ⦿ How will I provide feedback?



Evaluation/Reflection

- ⦿ The most important aspect of a program
- ⦿ Be honest
- ⦿ Make changes to suit different classes, teachers, times etc

What are you evaluating?

- ⦿ Were outcomes achieved? To what extent? Why not?
- ⦿ Were the activities engaging for students?
- ⦿ Were the resources appropriate? Which resources were most useful?
- ⦿ What worked ? What didn't?
- ⦿ What changes will I make for next time?

Assessment

Informal Assessment (Continuous/ Diagnostic)

- Q&A class participation
- Homework
- Bookwork
- In-class tasks
- Quizzes
- Ongoing projects-diary, blog etc

Formal assessment (Summative)

- Exams
- Class oral presentations
- Role-plays
- R/W/L/Sp in-class tasks
- At-home tasks
- Group tasks



Resources

[AIS Languages website](#)

[AIS Languages Wiki](#)

[BOSTES](#)

[Curriculum Support Directorate \(DEC\)](#)

Languages update!

1. Australian Curriculum- Where are we up to?

- French, Italian, Chinese, Indonesian K-10 published

<http://www.australiancurriculum.edu.au/>

- All language curriculum to be published in 2014
- Implementation up to BOSTES

2. Languages in NSW

- BOSTES Languages review held in 2013
- Consultation report and list of proposals on BOSTES website

<http://www.boardofstudies.nsw.edu.au/>

3. Language learning opportunities!

- Parental Polyglots Funding

<http://www.aisnsw.edu.au/FundedPrograms/Languages/Pages/default.aspx>

- MLTA student scholarships - Italian and Spanish

<http://www.mltansw.asn.au/>

- MLTA Linguafest

<http://www.mltansw.asn.au/>